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ABSTRACT

The bibliography on issues related to postsecondary programming for the learning disabled contains approximately 160 references to studies published between 1980 and 1987. An introductory section notes the little agreement and lack of data regarding the appropriateness of various program models, the utility of different approaches to diagnosis, and the effectiveness of instructional techniques. References include information on the following topics: current research concerning the transition from high school to college, adult learning disabilities diagnosis, characteristics of learning disabled college students, social skills of learning disabled adults, vocational preparation, effectiveness of academic and social interventions, and program evaluation. (DB)

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LEARNING DISABILITY COLLEGE PROGRAMMING: A BIBLIOGRAPHY

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Abstract

A growing body of literature on issues related to postsecondary programming for the learning disabled is now available to service providers. This paper includes a bibliography of more than 160 current references including information on transition, characteristics, diagnosis, social skills, vocational preparation, program effectiveness, and program evaluation.

Postsecondary programming for the learning disabled is growing at a rapid rate. Several studies have indicated that more than half of the 50,000 learning disabled students graduating from high school each year will access postsecondary education (Mithaug et al., 1985; Ninth Annual Report, 1987; White et al., 1982). This assures that the momentum from the tenfold increase in learning disabled college freshmen which occurred during the last decade will continue into the 1990's (Learning Disability Update, 1986). When one considers the current development of non-college postsecondary training options in vocational and social skills areas (Neault, in press), as well as program development at prestigious universities such as Dartmouth and Harvard, the continuum of service options for students with learning disabilities is expanding beyond all previous expectations.

In spite of the rapid development in this field, there is little agreement and even less data regarding the appropriateness of various program models, the utility of different approaches to diagnosis, and the effectiveness of instructional techniques. This lack of consistency in LD postsecondary program development may be attributed to the divergent backgrounds and training of support staff. Personnel from an array of professional fields are involved in postsecondary learning disabilities program development. Special educators, counselors, higher education administrators, social workers, psychologists, speech pathologists, development, and remedial educators typically have been given primary responsibility for this area. Blosser (1984) and Shaw and Norlander (1986) have raised concerns about the limited experience and training of many of those associated with implementing these programs.

There is clearly an informational deficiency regarding the implementation of postsecondary learning disabilities programs. However, as Susan Vogel noted in introducing a panel at the most recent AHSSPPE conference, the kind of research now available was not even a possibility just a few short years ago. A number of

universities including Connecticut, Nebraska, Northern Illinois and Penn State have major postsecondary learning disabilities research programs underway. Significant research is now being generated concerning the transition from high school to college, adult learning disabilities diagnosis, characteristics of learning disabled college students, social skills of learning disabled adults, effectiveness of academic and social interventions and program evaluation.

Postsecondary service providers need to be familiar with what has been tried so we don't waste time replicating ineffective models or interventions. We also need to collect data on what we are doing and evaluate our own services so that we can help each other fine tune our programs. The University of Connecticut is working with AHSSPPE's Learning Disability SIG to develop such data collection procedures and program evaluation processes. As AHSSPPE members share what they learn, programming efforts for the postsecondary student with learning disabilities will be enhanced on a national scale.

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